

Tennessee Board of Regents
Post-Approval Review of Academic Programs

Directions to the Evaluating Team:

In addition to a narrative report (including executive summary, strengths and weaknesses of the program, and recommendations) the External Evaluating Team will also provide a summary of its findings relative to the specific evaluation criteria listed below. In the first five sections, the evaluators are asked to determine, in light of the self-study, the site visit and other information, whether each criterion listed has been generally “met” or “not met”. The team’s decision is indicated by a check mark in the space provided. If a particular criterion should be inappropriate or not applicable to the program under review, the item should be marked NA. In section 6, the evaluators should indicate whether or not the program as a whole meets or exceeds the minimum standards of good practice. Because the items listed in Section 1-5 vary in importance, the summary judgment team should not be based on a simple mathematical comparison of the number of items met or not met.

The Evaluator’s Summary Report should reflect the majority consensus. Each member of the team however is encouraged to submit a minority report or any comments that he or she is willing to provide.

**Tennessee Board of Regents
Post-Approval Review of Academic Programs
Evaluators' Summary Report**

Institution:
Program Title:
CIP Code:
Degree Designation (s):

A. CRITERIA FOR UNDERGRADUATE PROGRAMS

1. The Program's Role and Scope		Met	Not Met
a)	The program is consistent with and furthers the approved mission of the institution.		
b)	The program is appropriate to the level of the institution.		
c)	The program meets clearly defined need.		
d)	The program has clearly formulated strategic goals.		
2. Curriculum		Met	Not Met
a)	The curriculum is appropriate to the level and purpose of the program.		
b)	The curriculum is reviewed regularly		
c)	Program requirements including a strong general education component.		
d)	The curriculum includes a required core of appropriate courses in the discipline		
e)	Courses in the major foster critical thinking, content integration, and independent study.		
3. Faculty		Met	Not Met
a)	Faculty are well-prepared for the level of the program and meet the Criteria (IV) of the SACS.		
b)	Faculty development opportunities are available and regularly utilized.		
c)	The faculty is adequate in number to meet the needs of the program.		
d)	Faculty background adequately span the major concentration in the field.		
e)	Faculty have sufficient scholarly preparation to serve as effective mentors for students.		
f)	Where appropriate, faculty have sufficient practical professional experience.		

4. Student Advisement		Met	Not Met
a)	Admission, retention, and degree requirements are clearly stated in the institutional catalog.		
b)	Personalized advisement and guidance are regularly provided to students.		
c)	Student progress is regularly monitored and students are advised of their status in a timely manner.		
d)	There is a critical mass of students taking sufficient coursework to ensure a coherent group of peers.		
5. Teaching and Learning Environment		Met	Not Met
a)	Faculty are regularly evaluated relative to the quality of their teaching effectiveness.		
b)	Courses are offered regularly to ensure that students can make timely progress.		
c)	Student and alumni opinions on the quality of the program are regularly collected and used to plan improvements.		
d)	Student learning outcomes are regularly reviewed and the information used in planning.		
e)	Students are provided with adequate enrichment opportunities in the discipline (e.g., lecture series, symposia, exhibits).		
f)	Library holdings are current and adequate to meet student needs.		
g)	Classrooms, laboratories, and other facilities are adequately furnished and equipped.		
B. SUMMARY EVALUATION		Yes	No
In the collective judgment of the review team, the program meets or exceeds the minimum standards of good practice.			

Signed:

External Reviewer	Date
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External Reviewer	Date
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**2000-05 Performance Funding Cycle
Performance Funding Scoring Table
Non-Accreditable Undergraduate Programs**

Scoring is accomplished by dividing the total number of successful standards met by the total number of scored standards, excluding those judged “Not Applicable”. The resulting percentage will be applied to Table 2B-1 to award points.

Table 2B-1

Successful Standards	Below 50%	50% to 60%	61% to 70%	71% to 80%	81% to 90%	91% to 100%
Points	0	1	2	3	4	5

Source: Performance Funding Standards 2000-01 through 2004-05, page 8

Academic Program Reviews
Checklist for Quantitative Assessment of Undergraduate Programs
University of Tennessee System

Undergraduate programs are evaluated as part of Performance Funding procedures established by the Tennessee Higher Education Commission. The six major categories below, derived from the AAC "Framework for Program Review," are used to assess standards in the undergraduate major. The seventh category, Support, will not be included in the overall assessment reported to the Tennessee Higher Education Commission. External evaluators' ratings of the criteria contained in this form will be used in allocating state funds for the University's instructional budget.

Both external reviewers should indicate their agreement on one set of ratings by placing their signatures on the lines below. This evaluation becomes part of the record of the academic program review, and it will be shared with the academic department, the college and central administration, as well as the Tennessee Higher Education Commission.

Name of Program Reviewed: _____

Reviewer	Reviewer
Reviewer's Signature	Reviewer's Signature
Reviewer's Institution	Reviewer's Institution
Date	Date

Checklist for Assessment of Undergraduate Programs

Criteria for	Evaluation Results	
	Met	Not Met
1. Goals		
a) *Intended program outcomes are clear.		
b) *Goals for the major are reflected in the organization of the curriculum.		
c) *The department clearly states appropriate goals for courses in the major.		
d) *The department uses appropriate indicators to compare achievement and goals in the major.		
e) *The department clearly states appropriate goals for service courses.		
f) *The department uses appropriate indicators to compare achievement and goals in service courses.		
g) *The department makes use of information from its own studies and university research to strengthen the program's effectiveness.		
h) The department demonstrates that students can complete the program of study within a reasonable period of time and allows for students to select electives to satisfy their special interests in their area of specialty.		
i) The department offers courses in service to the principles of liberal education and is able to identify and assess how the courses serve those principles.		
j) The department offers curriculum elements that encourage awareness of cultural diversity.		
2. Curriculum	Met	Not Met
a) *A well defined plan governs the choice and sequencing of course work in the major.		
b) *Material introduced in general education courses is utilized and reinforced in courses taught in the major.		
c) *An appropriate balance is maintained between required and elective courses.		
d) *The curriculum introduces students to contested issues within the discipline.		
e) *The curriculum encourages the development of critical thinking.		
f) *Curricular material reflects current approaches and/or issues in the discipline.		
g) *The curriculum exposes students to methods of inquiry common to the field.		

h) *Students have the opportunity to participate in research.		
3. Connections	Met	Not Met
a) *Faculty research/scholarship/creative activity reflects a broad range of scholarly inquiry.		
b) *Faculty participate in service to the university.		
c) *Faculty contribute to the university's mission of community service.		
d) *Students have professional and career opportunities appropriate to the field.		
e) *Students have opportunities to apply what they have learned in settings beyond the campus.		
f) *To the extent feasible, the department shares in the university's commitment to general education.		
g) *The department encourages interdisciplinary and/or other scholarly activity which contributes to the larger university community.		
4. Teaching	Met	Not Met
a) *Teaching quality is regularly and rigorously evaluated by at least two methods.		
b) *Mentoring is provided to new and temporary faculty.		
c) *Good teaching is valued and rewarded.		
d) *Ineffective teachers are given assistance to improve their work in the classroom.		
e) *Faculty development is assisted by the department.		
f) Student feedback on instruction is regularly solicited using credible systematic instruments.		
g) Student assessment and results of exit testing are utilized to improve instruction.		
h) The department's instructional practices are congruent with the current state of knowledge about pedagogy.		
i) The department's instructional practices are consistent with the standards of the discipline.		
j) Faculty hold terminal degrees or exceptional expertise in the areas of their teaching specialties.		
k) Each faculty member has a professional development plan designed to enhance his or her role as a faculty member and there is evidence of successful achievements within the plan.		
l) Faculty are engaged in research or scholarly activity that enhances instructional expertise in their areas of specialty.		
m) Faculty are actively engaged in professional associations by participating in regional, state, national or international conferences that enhance		

their knowledge of current trends within their discipline(s).		
n) Adjunct or part-time faculty retain the high standards set by the department.		
o) The department uses a faculty evaluation system to improve teaching, scholarly and creative activities, and service.		
5. Connecting with Students	Met	Not Met
a) *Effective curricular and career advising is provided by well informed faculty.		
b) *As appropriate to the discipline, the department provides students with the opportunity for interaction with one another, faculty, and professionals in the field.		
c) The department offers programs attractive to students' interests.		
d) The department supports achievements by those students enrolled in its programs.		
e) The department's graduates are successful.		
6. Inclusiveness		
a) *As appropriate to the demographics of the discipline, the faculty are diverse with respect to gender, ethnicity, and academic background.		
b) *The department provides opportunities for students to be exposed to diversity across the discipline.		
c) *The department seeks to include the perspectives and experiences of underrepresented groups through curricular and extracurricular activities.		
7. Support	Met	Not Met
a) The department regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall university resources.		
b) The department regularly reviews library holdings and services related to the discipline, cooperating with library staff to implement changes as required.		
c) The department has efficient teaching loads among the faculty.		
d) The department is staffed to relieve faculty from tasks that distract from the primary duties of faculty.		
e) The department's operating budget is consistent with the needs of the department.		
8. Planning	Met	Not Met
a) Planning is a continuous process based on realistic goals and activities for five year horizons.		
b) Planning and policy formulation involve faculty in decision-making.		

